DOCUMENT RESUME

ED 100 852 SP 008 762

AUTHOR Guerriero, Carl A.
TITLE Teacher In-Service on the EQA Status Report. Manual One.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
PUB DATE 74
NOTE 43p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Criterion Referenced Tests; *Educational Assessment; *Educational Quality; Measurement Goals; Measurement Instruments; Norm Referenced Tests; *Objectives; Predictor Variables; Raw Scores; Scoring; *Workshops

ABSTRACT

This manual provides a suggested outline for a series of three workshops evolving from the Pennsylvania Educational Quality Assessment's "School Report: A Status Profile" and "Manual for Interpreting School Reports" (both based on the Ten Goals of Quality Education). In addition to the workshops, the following are discussed: (a) Act 299--the School District Reorganization Act; (b) implementation of intervention techniques to increase goal scores; (c) the Ten Goals of Quality Education; (d) instruments, scoring, and variables used to measure goals; and (e) implications for the curriculum. Also included is a set of 23 plates, profiling the 10 goals, raw scores, normative referencing, criterion referencing, and condition variables, which can be used as transparency masters. (JCW)

ED100852

Manual One

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Teacher In-Service on the EQA Status Report

by Carl A. Guerriero
Division of Educational Quality Assessment
Bureau of Planning and Evaluation
Pennsylvania Department of Education
1974

Commonwealth of Pennsylvania
Milton J. Shapp, *Governor*

Department of Education
John C. Pittenger, *Secretary*

Office of Basic Education
Donald M. Carroll Jr., *Commissioner*
Harry K. Gerlach, *Deputy Commissioner*

Bureau of Planning and Evaluation
John L. Kennedy, *Director*

Division of Educational Quality Assessment
Thomas E. Kendig, *Chief*

Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

TABLE OF CONTENTS

	Page
Preface	1
Outline of Workshops	3
Act 299	4
From EQA Testing To Implementation of Intervention Techniques	5
The Ten Goals of Quality Education	6
The Instruments	7
Scoring	7
Condition Variables and Predictor Variables	12
Implications For The Curriculum	13
Plates for Transparency Masters	15
Goal I	Plate I
Goal II	Plate II
Goal III - Verbal	Plate III
Goal III - Mathematics	Plate IV
Goal IV	Plate V
Goal V	Plate VI
Goal VI (Grade 5)	Plate VII
Goal VI (Grades 8 and 11)	Plate VIII
Goal VII	Plate IX
Goal VIII - Attitude (Grade 11)	Plate X
Goal VIII - Knowledge	Plate XI
Goal IX	Plate XII
Goal X	Plate XIII

TABLE OF CONTENTS (Continued)

		Page
Raw Score, State Percentile and Expected Range. . . .	Plate	XIV
Raw Score, State Percentile and Expected Range. . . .	Plate	XV
Normative-Referencing (General)	Plate	XVI
Criterion-Referencing (General)	Plate	XVII
Condition Variables	Plate	XVIII
Condition Variables	Plate	XIX
Condition Variables	Plate	XX
Condition Variables	Plate	XXI
Condition Variables	Plate	XXII
Flow Chart: Testing to Implementation of Strategies	Plate	XXIII

TEACHER WORKSHOP MANUAL

"EDUCATIONAL QUALITY ASSESSMENT - PROFILE REPORT"

Preface

The Pennsylvania Educational Quality Assessment's School Report: A Status Profile is a comprehensive report on both mean student scores on Pennsylvania's Ten Goals of Quality Education and related condition variables measured in the school district. It is a document that cannot be easily assimilated. The mean student achievement scores are reported in four different ways to enable school district personnel to properly evaluate their educational system. It is suggested that one professional, say the district's curriculum coordinator or assistant superintendent, become familiar with both the Profile Report and the Manual for Interpreting School Reports in preparation for conducting a series of three workshops described in this brochure. These 90-minute workshops are designed to inform the teaching staff, in a clear and concise manner, of the contents of the report.

Included in the manual is a suggested outline for the workshops, descriptive material to supplement the EQA Manual for Interpreting School Reports, and a set of 23 plates that can be used as transparency masters. Actual school district data may be written on the appropriate transparencies with transparency markers. In addition to the plates, page 6 may be removed and used as transparency masters for the 10 goals and pages 4 and 5 for Act 299.

There are no educational panaceas that will guarantee an improvement in any of the EQA goal areas. A necessary component of curriculum

revision based upon the report is faculty understanding and acceptance of the Ten Goals of Quality Education, as well as the data contained in the report. The awareness and involvement of the faculty are paramount for any intervention technique to enjoy a significant probability of success.

OUTLINE OF WORKSHOPS

First Meeting

1. Discuss Act 299 and its ramifications.
2. Explain flow chart from EQA testing to the implementation of intervention techniques (Plate XIII).
3. Discuss the Ten Goals of Quality Education and their measurement (hand out copies of the goals to each workshop participant).
4. Discuss the goal subscales using information in the EQA Manual for Interpreting School Reports.
5. Discuss the four methods of reporting the EQA scores including sample condition variables using information in the EQA interpreter's manual.
6. Present the criterion-referenced scores for the affective goals and the distributions for Goals III, VI (grade 5) and VIII-K (perhaps only five goals at the first meeting and the remaining five goals at the second meeting). Emphasize that the sample items, e.g.; Goal I, subscale Self-Confidence: "I'm pretty sure of myself," is only a sample of the type of items used to measure a subscale. In general, several items are used for each subscale.

Second Meeting

1. Review the four methods of reporting the EQA scores.
2. Review the criterion-referenced scores for the district.

3. Present the raw school means, state percentiles, predicted scores, and the comparison of district scores with predicted scores. Also include the high, low and mean state scores from the appropriate EQA interpreter's manual.

4. Show correlation matrix of goals with goals. Some discussion of the theory behind correlation coefficients may be necessary (Appendix A in Manual Two).

Third Meeting

1. Review predicted range and local school goal scores. Some discussion related to prediction may be appropriate (see pp. 1-4, Appendix A in Manual Two).

2. Describe condition variables and present local school data and statewide data (maximum, minimum and mean) on these variables. This might include the identification of the predictor variables for each goal, as well as information from the matrix of correlation coefficients between the condition variables and the goal scores. These data are contained in the appropriate EQA Manual for Interpreting School Reports.

3. Explore the implications of the report to the curriculum.

ACT 299

Act 299 (1963), the School District Reorganization Act, was designed to encourage small school districts to combine into larger districts for the purpose of improving education. Some small districts, however,

maintained that larger jointures would only reduce the quality of education available for their students. In an attempt to define quality education and to provide a method of measuring such education, the act required the State Board of Education:

> "...to develop or cause to be developed an evaluation procedure designed to measure effectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth...The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program..."

FROM EQA TESTING TO IMPLEMENTATION OF INTERVENTION TECHNIQUES

Act 299 was a mandate for the Department of Education to develop a statewide assessment program that would provide school districts with useful comparative data for the purpose of improving a district's educational program. As a result, Pennsylvania's Ten Goals of Quality Education were written, measuring instruments were developed, and a procedure for reporting the results to the school district administration was established. The latter included a report called Educational Quality Assessment, School Report: A Status Profile, which is presented to the administration by a team from the Pennsylvania Department of Education.

A model that may be useful in progressing from the EQA testing, through a needs assessment and culminating in the implementation of intervention techniques designed to increase goal scores, is represented on Plate XXIII. This manual and the set of workshops described herein are an integral part of that model.

THE TEN GOALS OF QUALITY EDUCATION

The initial task facing the department as a result of Act 299 was to define quality education. This was accomplished by the establishment of the following Ten Goals of Quality Education:

I. Quality education should help every child acquire the greatest possible understanding of himself or herself and an appreciation of his or her worthiness as a member of society.

II. Quality education should help every child acquire an understanding and appreciation of persons belonging to other social, cultural and ethnic groups.

III. Quality education should help every child acquire, to the fullest extent possible, mastery of the basic skills in the use of words and numbers.

IV. Quality education should help every child acquire a positive attitude toward the learning process.

V. Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

VI. Quality education should help every child acquire good health habits and an understanding of the conditions necessary for the maintaining of physical and emotional well-being.

VII. Quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

VIII. Quality education should help every child understand the opportunities open to him or her to prepare for a productive life and help each child to take full advantage of these opportunities.

IX. Quality education should help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences, the humanities and the arts.

X. Quality education should help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

Note that eight of these goals are in the affective domain, i.e., related to attitudes, while only two are cognitive, i.e., related to knowledge.

A more succinct picture of each goal may be presented by calling the goal subscales "components" and giving a brief description of each. The EQA Manual for Interpreting School Reports and the technical manual, Getting Inside the EQA Inventory, contain subscale information; however, the descriptions on Plates I through XIII may suffice.

THE INSTRUMENTS

With quality education thus defined, 10 instruments were developed to measure the goals. Most of the instruments were further divided into subinstruments or subscales in an attempt to better assess the goals. For example, the 1973, 54-item instrument used to measure citizenship (Goal V) had three subscales:

1. Welfare and Dignity of Others (15 items)
2. Respect for Law and Authority (21 items)
3. Responsibility and Integrity (18 items)

Statistical data related to the instruments and their rationale are discussed in the EQA publication, Getting Inside the EQA Inventory.

SCORING

The problem of scoring and reporting measurements made by any scale or test is formidable. EQA reports the data in four distinctly different ways, each of which reveals a unique bit of information. All four reporting methods must be considered when analyzing the EQA data and should be

discussed at each workshop session. These methods are described below using a fictitious counselor and a hypothetical, counselor-made, self-esteem scale.

Raw Score ("School Score")

A school guidance counselor may decide to measure the self-esteem of the students in the district by writing 10 items that seem to relate to a student's self-esteem. The 10-item instrument is administered and scored and a mean school score of, say 7.2 items, is calculated. This is merely a raw score mean (or average) and by itself is rather meaningless. For example: Is this a good self-esteem score or not? How does this compare with students in an adjacent district? How does this compare with students from schools similar to this school? How does this compare with students statewide? How many of our students have a very positive self-esteem?

These questions cannot be answered from the raw score school average. They can, for the most part, be answered from the other methods used for reporting in the EQA Status Profile.

Note also that the instruments have different numbers of items and varying weighting procedures for each goal. For example, in grade 8, the Goal I scale contained 40 items and had a maximum possible score of 120, while Goal II scale contained 35 items and had a maximum possible score of 105. Raw scores cannot be compared across goals.

State Rank or Percentile ("School %ile")

The school guidance counselor (School A) may decide to ask colleagues in 11 schools throughout the state to administer the instrument and report the results. If the school mean scores were then ranked, the following picture might emerge:

SCHOOL	SCORE	RANK	
E	8.9	1	
F	8.7	2	
D	8.6	3	
L	8.4	4	
G	8.3	5	
I	7.9	6	
K	7.6	7	
B	7.5	8	
A	7.2	9	-- 33rd percentile
J	7.1	10	
H	6.9	11	
C	6.4	12	

The school in question, School A, ranks 4th from the bottom (or 9th from the top) of the sample of 12 schools. This is the 33rd percentile. In other words, School A scored at or above 33 per cent of the 12 schools tested on the 10-item self-esteem instrument, and below 66 per cent of those schools tested.

Percentile rankings must be viewed in proper perspective to avoid misinterpretations. The EQA procedure uses turn-around

norms, i.e., each school is part of the normative sample, a process which, by definition, means that half of the schools in the sample must necessarily fall below the 50th percentile. This point may be accentuated by noting that half of the practicing medical doctors in the state were graduated in the bottom half of their class.

Rank Compared to Similar Schools ("Predicted Score Range")

The guidance counselor may decide to ask colleagues in eight schools "similar" to his/hers to administer the 10-item scale. "Similar" might be based upon school size, education of teachers and occupation of parents. If the mean scores from these nine schools were ranked, the following picture might emerge:

SCHOOL	SCORE	RANK
I	7.9	1
B	7.5	2
K	7.3	3
A	7.2	4 -- 64th percentile
J	7.1	5
P	7.0	6
N	7.0	7
H	6.9	8
C	6.4	9

When compared with "similar" schools, School A ranks in the top half. Another way to describe the result is that "the range of most of the scores from

similar schools is 6.9 to 7.5 and the district in question scored 7.2 which is within this range."

This method of matching schools and identifying an expected range is not the procedure used by EQA; however, the end product may be viewed in this manner. Actually, EQA uses multiple regression prediction equations generated annually from the current year's sample.

Criterion-Referencing

The guidance counselor may decide that if a student answers one more than half of the items in a favorable way with respect to a positive self-esteem, then the student has, in fact, a positive self-esteem. The student response sheets are then rescored and those students having six or more of the 10 items answered favorably are considered to have "passed" the scale. If this is done, the following picture may emerge:

School A — Seventy-two per cent of the students answered more than half of the 10 items in a favorable way - i.e., "passed the self-esteem scale" (leaving 28 per cent of the students with a poor self-esteem).

Total of Other Schools — Fifty-nine per cent of the students "passed the self-esteem scale."

In addition, the data for the per cent of students "passing" using a 35 per cent criterion, and the per cent of students "passing" the 70 per cent criterion are also listed

in the profile. Both individual schools and statewide data are presented. The 51 per cent criterion is not only listed but graphed for each of the affective goals and their subscales.

For Goals III, VI (grade 5) and VIII-K, approximate quintile score distributions rather than criterion-referencing are printed. This method of displaying data permits the identification of the per cent of students statewide getting 11 or less items correct; 12 to 15 items correct; 16 to 18 items correct; 19 to 22 items correct; and 22 or more items correct for Goal III, grade 11 (1974). Goal III-M, VI (grade 5) and VIII-K are similarly reported.

CONDITION VARIABLES AND PREDICTOR VARIABLES

About three dozen variables that may have predictive value when used to "match" schools were identified by EQA. These variables, such as percentage attendance, father's occupation and education of the teachers, are used in a multiple regression analysis to predict how a school might perform on a given goal. The predictions are based upon current data from many schools. The process is similar to predicting a show size from knowledge of a person's height and weight (see Appendix A, Manual Two). A certain subset of the condition variables, usually the ones having the greatest correlation with the goal in question, are used in a prediction equation. When used in this manner, the condition variables are called predictor variables. Each of these variables is described in the Manual for Interpreting School Reports along with certain data collection forms and statewide averages on each variable.

Furthermore, the matrix of correlation coefficients between these variables may be found in the Manual for Interpreting School Reports. Be careful about the condition variables:

1. It may well be that there are no other schools exactly like yours when compared using the predictor variables. The best that can be said is that schools similar to yours on these variables would be expected to score within the identified Predicted Score Range. There is no way to delineate those which are similar on these variables.
2. No cause and effect relationship is inferred by the correlation matrix. If percentage attendance is used in part to predict a goal score, one cannot say a low percentage attendance has caused a low goal score. Certain hypotheses may be developed, however.
3. All data are mean school data and the correlation coefficients are based on these school means. A significant positive correlation coefficient implies that schools high on one variable tend to be high on the other. It does not insure the same relationship for individual students.

Transparencies reproduced from Plates XVIII and XXII in this manual may be used to present the local school's condition variable data.

IMPLICATIONS FOR THE CURRICULUM

If, as a result of the EQA Assessment Program, it is determined that several goal areas need attention, a plan of action could be discussed during the last workshop. With a plan of action determined, the

EQA Manual for the Identification of Critical Goals should be consulted. This contains a model for the prioritization of goals based upon the school district philosophy and the data contained in the School Report and EQA documents written specifically to assist districts with each goal area. These documents, some of which will be available in 1974, contain pertinent information relating to educational parameters and instructional strategies appropriate for each goal.

PLATES FOR TRANSPARENCY MASTERS

BEST COPY AVAILABLE

SELF-ESTEEM GOAL I

	0%	50%	100%
Self-Confidence: 'I'm pretty sure of myself.'			
Feeling of control over environment: 'My getting things to work is more a matter of luck than effort.'			
Relationship with others: 'I often feel picked on by other kids.'			
Self-Image in school: 'I enjoy being called on in class.'			

BEST COPY AVAILABLE

UNDERSTANDING OTHERS PROFILE GOAL II

0% 50% 100%

Race: 'Someone whose skin color is different from yours wants to become your close friend.'

Religion: ...different religion

Socioeconomic status: ...people much poorer than you

Intelligence: ...retarded students

Handicap: ...someone who wears leg braces

BEST COPY AVAILABLE

APPROXIMATE STUDENT QUINTILES: GOAL III V

Goal Score Range	State Norm	School Actual
From ____ to ____		
From ____ to ____		
From ____ to ____		
From ____ to ____		
From ____ to ____		

Plate III

BEST COPY AVAILABLE

APPROXIMATE STUDENT QUINTILES: GOAL III M

Goal Score Range	State Norm	School Actual
From ____ to ____		
From ____ to ____		
From ____ to ____		
From ____ to ____		
From ____ to ____		

Plate IV

BEST COPY AVAILABLE

INTEREST IN SCHOOL PROFILE GOAL IV

0% 50% 100%

Attitude toward learning:
'It is very important to me to learn as much as I possibly can.'

Attitude toward school:
'Most of my classes this year are boring.'

Attitude toward teachers:
'Most of my teachers know what they are talking about.'
(Grade 11 only)

Plate V

BEST COPY AVAILABLE

CITIZENSHIP GOAL V

0% 50% 100%

Welfare and dignity of others: 'I'd make fun of a person when my friends were doing it also.'

Respect for law and authority: 'I'd throw a rock during a protest if there was no chance of anyone getting hurt.'

Responsibilty and integrity: 'After accidentally brecking a school window, I'd report myself even if I'd have to pay for the window.'

Plate VI

BEST COPY AVAILABLE

APPROXIMATE STUDENT QUINTILES: GOAL VI (Grade 5)

Goal Score Range	State Norm	School Actual
From ____ to ____		
From ____ to ____		
From ____ to ____		
From ____ to ____		
From ____ to ____		

Plate VII

HEALTH PROFILE GOAL VI (Grades 8 and 11)

BEST COPY AVAILABLE

0% 50% 100%

Personal health:
'I'd use a friend's chapstick knowing my friend had a slight cold.'

Safety: 'I'd play a game of chicken on a bike if I might win the game.'

Drugs: 'I'd stay at a party where marijuana was being smoked when I knew nobody else wanted to leave.'

Plate VIII

CREATIVE ATTITUDE PROFILE GOAL VII

BEST COPY AVAILABLE

0% 50% 100%

Visual arts: 'Painted in oil or water colors.'

Performing arts: 'Performed using an original magic or novelty act.'

Science: 'Built a model to show a scientific principle.'

Writing: 'Written an original poem other than a school assignment.'

Plate IX

VOCATIONAL ATTITUDE PROFILE: GOAL VIII (Grade II)

BEST COPY AVAILABLE

0% 50% 100%

Work:

'The only good part of a job is the paycheck.'

Career:

'My planning a career is a waste of time.'

Plate X

BEST COPY AVAILABLE

APPROXIMATE STUDENT QUINTILES: GOAL VIII-K

Goal Score Range	State Norm	School Actual
From ____ to ____		
From ____ to ____		
From ____ to ____		
From ____ to ____		
From ____ to ____		

Plate XI

APPRECIATING HUMAN ACCOMPLISHMENTS PROFILE GOAL IX

BEST COPY AVAILABLE

0% 50% 100%

Valuing: 'Most scientists are interested only in machines, not people.'

Receiving: 'It would be fun to watch people paint at an art studio.'

Plate XII

PREPARING FOR CHANGE PROFILE GOAL X

BEST COPY AVAILABLE

	0%	50%	100%
Using effective solutions: 'If my parents decided to move, I'd read about the place we were moving.'			
Refraining from ineffective solutions: 'If I couldn't get excused from school for trip, I'd stay home.			
Emotional adjustment: 'If this happened to you, how much time would you spend getting over being upset?'			

Plate XIII

GOAL	AREA	ACTUAL SCHOOL SCORE	ACTUAL SCHOOL %ile	EXPECTED SCORE RANGE
I	Self-Esteem			
II	Understanding Others			
III-V	Basic Skills: Verbal			
III-M	Basic Skills: Math			
IV	Interest in School			
V	Citizenship			
VI	Health			

BEST COPY AVAILABLE

Plate XIV

GOAL	AREA	ACTUAL SCHOOL SCORE	ACTUAL SCHOOL %ile	EXPECTED SCORE RANGE
VII	Creativity			
VIII-A	Vocational Attitude			
VIII-K	Vocational Knowledge			
IX	Appreciating Human Accomplishments			
X	Preparing for a Changing World			

BEST COPY AVAILABLE

Plate XV

BEST COPY AVAILABLE

10 ITEMS - SELF-ESTEEM
RAW MEAN SCORE 7.2

NORMATIVE REFERENCING

SCORE	RANK
8.9	1
8.7	2
8.6	3
8.4	4
8.3	5
7.9	6
7.6	7
7.5	8
7.2	9 ← 33%ile
7.1	10
6.9	11
6.4	12

SCORE	RANK
7.9	1
7.5	2
7.3	3
7.2	4
7.1	5
7.0	6
7.0	7
6.9	8
6.4	9

BEST COPY AVAILABLE

10 ITEMS - SELF-ESTEEM
CRITERION-REFERENCING

CRITERION: ONE MORE THAN HALF OF THE ITEMS "CORRECT" (51%)

School District A: 72% of the students answered one more than half of the items "favorably"

Statewide: 59% of the students answered one more than half of the items "favorably"

Plate XVII

VARIABLE NAME	MEAN	SCHOOL %ILE
GRADE ENROLLMENT		
PERCENTAGE ATTENDANCE		
INSTRUCTIONAL EXPENSES/ADM		
TEACHER LOCALE		
TEACHER SAT--PARENTS		
TEACHER SAT--STAFF		
TEACHER SAT--STUDENTS		
ATTITUDE TWD TEACHING		

BEST COPY AVAILABLE

VARIABLE NAME	MEAN	SCHOOL %ILE
TEACHER PER. OF SCHOOL ADM		
TEACHER PER. OF DISTRICT ADM		
CLASSROOM PRACTICES		
TEACHER PER. OF LEARNING ATMOS		
TEACHER PER. OF PARENTS		
TEACH. PER. OF ENVIRON. PRESS		
PER CENT FEMALE TEACHERS		
TEACHER EDUCATION		

BEST COPY AVAILABLE

VARIABLE NAME	MEAN	SCHOOL %ILE
TEACHER TO PUPIL RATIO		
TEACHER HRS OF INST/WK		
TEACHER EXPERIENCE		
NO. TEACH. PREP/DAY (a)		
FATHER'S OCCUPATION		
OCCUPATIONAL DESIRE (a)		
OCCUPATIONAL EXPECTATION (a)		
PER CENT GIRLS		

BEST COPY AVAILABLE

VARIABLE NAME	MEAN	SCHOOL %ILE

BEST COPY AVAILABLE

MOTHER'S EDUCATION

TYPE OF COMMUNITY

PER CENT WHITE STUDENTS

ACCESSIBILITY OF LIBRARY

ACCESSIBILITY OF COUNSELOR (b)

STAB. OF STUDENT RESIDENCES

PARENTAL ATTIT. TOWARD SCHOOL

MORES--BOYS (b)

MORES--GIRLS (b)

VARIABLE NAME	MEAN	SCHOOL %ILE
PERSONAL VALUES(b)		
HOME CLIMATE		
HRS OF INST/WEEK		

BEST COPY AVAILABLE

Plate XXII

(a) 11th Grade Only

(b) 8th and 11th Grades

BEST COPY AVAILABLE

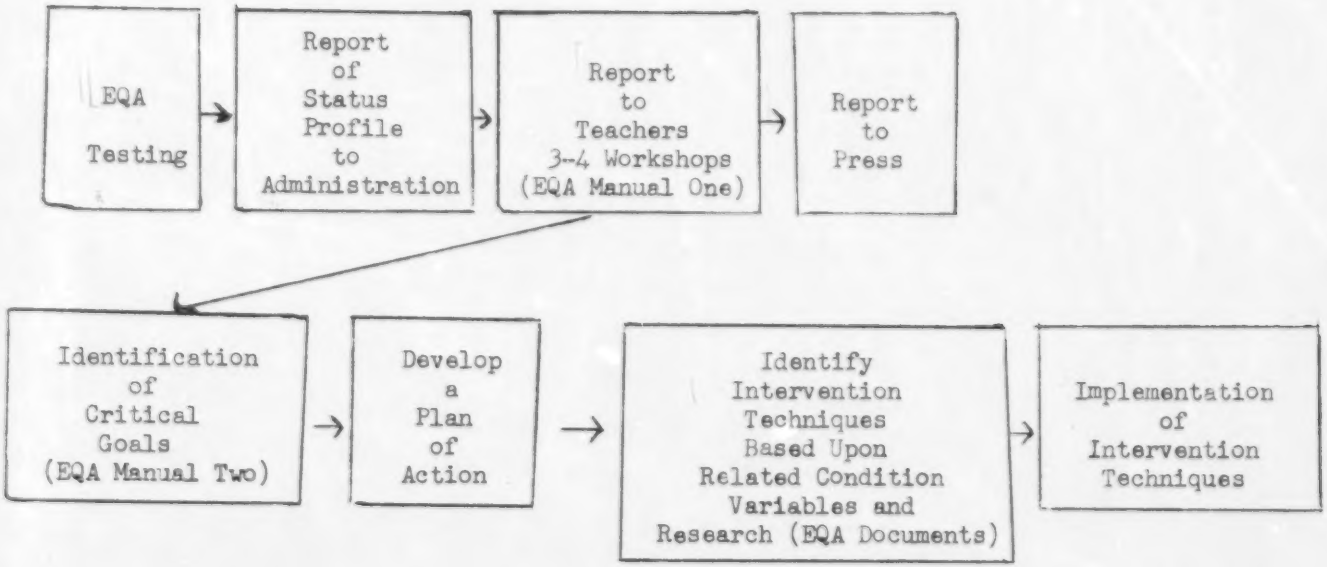
EQA Testing
Report of Status Profile to Administration
Report to Teachers 3-4 Workshops (EQA Manual One)
Report to Press
Identification of Critical Goals (EQA Manual Two)
Develop a Plan of Action
Identify Intervention Techniques Based Upon Related Condition Variables and Research (EQA Documents)
Implementation of Intervention Techniques

Plate XXIII